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ABSTRACT

The Single Skill Training (SST) Courses were developed to meet staff development needs by providing short, concentrated training modules in the areas of mainstreaming handicapped students, providing individualized instruction, and implementing a Competency-Based Curriculum (CBC). The program was set up to offer staff development courses to public and nonpublic school teachers in the District of Columbia. Each course was evaluated according to content mastery and the value of the course. Results were reported in terms of four objectives: to offer at least 40 different inservice modular courses in areas related to CBC, the education of the handicapped, individualizing instruction, behavior management, and classroom management; for each participant, after 3 hours of instruction, to demonstrate satisfactory mastery of the skill taught; to develop and offer a maximum of eight SST modules to facilities and other school groups from whom requests based on instructional needs have been received; and to package and make available at least three exemplary modules for individual school groups. Findings (which are offered in table form) included that the SST program produced a total of 46 courses during the school year, 7 of the courses were repeated because of high attendance and large demand, and the project coordinator reported both recertification and graduate credits to the appropriate offices. There were no discrepancies between the observed and expected inputs, processes or outcomes. The specification of requirements for mastery were contained in the course plan, and most of the instructors followed the course outlines which were submitted. Participants rated the course favorably. The project director disseminated the information about staff development modules, and two schools used the services. Appendixes contain an SST course listing, a sample instructor information sheet and guidelines for potential instructors, a diagram of an evaluation model schema, and a table with the SST courses questionnaire and results. (SW)

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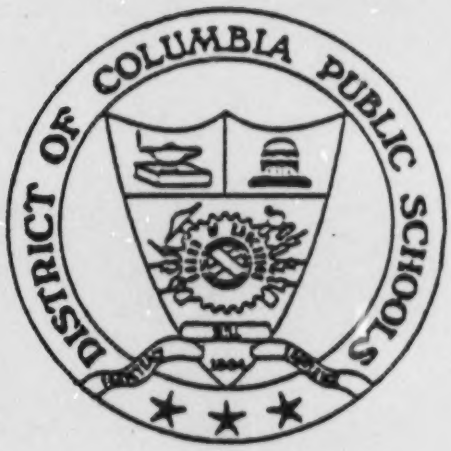

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SINGLE SKILL TRAINING COURSES

E. S. E. A. TITLE IV-C

Final Evaluation Report

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DECEMBER 1981

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

SINGLE SKILL TRAINING COURSES

FINAL REPORT

1980-1981

Prepared by
Division of Quality Assurance

1980-1981

SINGLE SKILL TRAINING COURSES

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TABLE OF CONTENTS

	Page
SUMMARY AND FINDINGS	v
Chapter	
I. BACKGROUND AND PROJECT OBJECTIVES	1
Introduction	1
Purpose	1
Need	1
History	1
Description of the Project	1
Target Population	1
Management	1
Courses	1
Instructors	2
Credit	2
Instruction	2
Course Description	2
Evaluation	2
Stated Objectives	2
II. EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) MODEL FOR DECISION-MAKING	3
III. RESULTS	4
Objective A	5
Objective B	11
Objective C	17
Objective D	22

TABLE OF CONTENTS (continued)

Page

IV. APPENDIXES

A. Single Skill Training Course Listing 27

B. Instructor Information Sheet and Guidelines for Potential Instructors 31

C. Evaluation Model Schema 34

D. Single Skill Training Course Questionnaire and Results 36

SUMMARY AND FINDINGS

Title

Single Skill Training Courses

Project Coordinator

Lucille Leisner

Project Location

Gage-Eckington Elementary School

Target Population

Teachers and administrators of public and non-public schools in Region C of the District of Columbia Public Schools and other educators and community persons on a space available basis.

Background

The project was established to meet the staff development needs of former Region V personnel especially in the areas of CBC and education of the handicapped. In the first year of the project, the courses were offered during the first two weeks of summer vacation. During the years 1979-80 and 1980-81 the courses were offered during both terms of the school year.

Description of the Project

Project is characterized by: (1) Concise three hour inservice modules; (2) topics related to CBC, education of the handicapped and individualizing instruction; and (3) the opportunity for participants to earn 1/5 recertification credit for each course completed.

Stated Objectives

A. By the end of the 1981 year the Single Skill Training Courses (SSTC) project coordinator will have offered at least 40 different in-service modular courses in areas related to CBC, the education of the handicapped, individualizing instruction, behavior management and classroom management as evidenced by project records.

B. After completion of three hours of instruction, each participant will demonstrate in a manner specified by the instructor, satisfactory mastery of the skill taught as evidenced by grades on file.

C. By the end of the 1981 school year up to a maximum of eight Single Skill Training modules will be developed and offered by the SST project coordinator to faculties and other school groups from whom requests based on instructional needs have been received.

D. By the end of the 1981 school year, at least three exemplary modules will be packaged and made available by the Single Skill Training project coordinator for staff development activities for individual school groups as evidenced by copies of the modules on record.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Forty-six different modular courses were offered. Seven of them were repeated once during the year increasing the total number of available classes to 54. Some of the titles were: "Skill Hierarchies and the Student Progress Plan," "How to Prepare an I.E.P.," "Evaluating Your Effectiveness," "Formal and Informal Spoken English," "Practical Approaches to Individualizing Instruction," and "Cardiopulmonary Resuscitation".

2. All of the courses which were offered fell into one or more of these categories: competency based curriculum; handicapped education; inidividualized instruction; behavioral management; and classroom management. The total number of courses falling into the categories was: competency based curriculum -28; education of the handicapped-17; individualized instruction, behavioral management and classroom management -26. The totals for each category included those courses which fell into more than one category. However, they did not include a double count of those courses which were offered twice during the year.

3. Six spot checks of the courses offered were made by the evaluators during the 1980-81 school year. When comparing the course outlines which were submitted to the project coordinator to the actual course presentations, 83% of the courses were found to follow their outlines. A total of 31 participants entered the courses with only one person receiving an incomplete grade. The project coordinator sent the names of the 30 participants who completed the courses to the Board of Examiners for recertification credit and the names of 6 participants who earned college credit to the Metropolitan Educational Council for Staff Development.

4. A questionnaire was given to the course participants which contained positive statements about the program. Ninety-two percent of the participants answering the questionnaire checked either "agree" or "strongly agree" to the positive statements.

5. During the school year two schools made requests for staff development modules. Three modules were produced for these schools and were titled; "Flexible Grouping," "Inventory of Science Equipment" and "Using Equipment on hand to Teach the Science CB Curriculum."

6. The project made available three modules for staff development. Other new modules were scheduled for development but could not be produced due to a lack of technical assistance.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the SINGLE SKILL TRAINING COURSES (SST) was to meet staff development needs by providing short, concentrated training modules of 1/5 credit each, in the areas of mainstreaming handicapped students, providing individualized instruction, and implementing a Competency-Based Curriculum (CBC).

Need - It is mandated by Public Law 94-142 that services for handicapped children be provided in the least restrictive environment which in many cases means mainstreaming. As prescribed in the 1977-78 Comprehensive Educational Plan of the District of Columbia Public Schools, Competency-Based Curriculum is being implemented in all the schools. One major aspect of CBC is the individualization of instruction. Not all teachers feel adequately prepared to meet these new challenges - CBC implementation, individualizing instruction and mainstreaming. Region C met these needs through staff development including the Single Skill Training Courses described here.

History - The staff of former Region V, upon assessing the needs of the Region, found the number of staff development days allotted in the school calendar not sufficient to meet inservice training needs of the teachers. They identified special needs in the areas of training for CBC implementation and mainstreaming. In December, 1977, an ESEA Title IV, Part-C proposal was submitted to allow for the training in a specified way, i.e. through the SST courses. A project coordinator was selected in February, 1979. For the first year of implementation, 1978-79, the Single Skill Training Courses were offered during the first two weeks of summer vacation. During the second year of operation, 1979-80, courses were spread throughout the year, with offerings divided into two semesters. The third year, 1980-81, the project was administered through Region C. Again, courses were offered throughout the year.

Description of the Project

Target Population - The program was set up to offer staff development courses to public and non-public schools teachers from Region C. Teachers from other regions and community persons were accepted on a space available basis.

Management

Courses - Data from modules taught the previous year were analyzed. Based on the results, some modules were refined and new courses were developed. A course description book was prepared each semester, and distributed to all schools and offices in the D.C. Public Schools, as well as to non-public schools in Region C. Video-tapes and instructional guides for exemplary modules were developed. (See Appendix A for 1980-81 courses.)

Instructors - Instructors were selected who had the necessary credentials to teach the subjects in the module areas. They were provided with guidelines that specified procedures to be followed. (See Appendix B.)

Credit - Participants earned 1/5 recertification credit for each course successfully completed. Fractions of credits were accumulated until one full credit had been earned. Participant credit was tabulated and reported to the Board of Examiners. College credit was also offered at the rate of 2 credits for each 10 courses successfully completed.

Instruction

Course Description - Each course was developed according to its own specific objectives. Materials used and types of experiences provided, varied according to content of course and the goals and teaching style of the instructors. There was an overall standardization in the planning for the in-service activities. (See Appendix B.)

Evaluation - Each course was evaluated in two ways: (1) content mastery and (2) the value of the course.

Stated Objectives

A. By the end of the 1981 school year the Single Skill Training Courses (SSTC) project coordinator will have offered at least 40 different inservice modular courses in areas related to CBC, the education of the handicapped, individualizing instruction, behavior management and classroom management as evidenced by project records.

B. After completion of three hours of instruction, each participant will demonstrate in a manner specified by the instructor, satisfactory mastery of the skill taught as evidenced by grades on file.

C. By the end of the 1981 school year, up to a maximum of eight Single Skill Training modules will be developed and offered by the SST project coordinator to faculties and other school groups from whom requests based on instructional needs have been received.

D. By the end of the 1981 school year, at least three exemplary modules will be packaged and made available by the Single Skill Training project coordinator for staff development activities for individual school groups as evidenced by copies of the modules on record.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTATION (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix C.) The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each objective.

RESULTS

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To meet the staff development needs of Region C public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill

Objective A: By the end of the 1981 year the Single Skill Training Courses (SSTC) project coordinator will have offered at least 40 different in-service modular courses in areas related to CBC, the education of the handicapped, individualizing instruction, behavior management and classroom management as evidenced by project records.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Qualified instructors	Agreement	1. Trinity College required a resume of the project coordinator who is designated as instructor. Module teachers were assistant instructors whose qualifications were checked by the project coordinator. Resumes were required by the D.C. Public School Board of Examiners. The Board also required course descriptions, population served and an application form with dates of modules for each new instructor. A sampling of the above were examined by the team.
2. Adequate space for classes	Agreement	2. Classrooms were observed at Gage-Eckington School.
3. Materials used by instructors (such as paper, blackboard materials, construction paper, scissors, variety of projectors)	Agreement	3. Materials were examined in the storage closet at Gage-Eckington. If specific materials were not available, the project coordinator procured them. Materials in use were observed at several classes attended by members of the evaluation team.

OBJECTIVE A

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. The project coordinator will identify new courses based on assessment of needs.	Agreement	1. Needs assessments were both formal and informal. A questionnaire was sent with a Region C newsletter asking for needs. Also the project coordinator looked for school district trends such as CBC during the past three years, and the Student Progress Plan currently.
2. The project coordinator will identify instructors and purchase supplies.	Agreement	2. The project coordinator maintained a record of all instructors and all purchase orders for supplies, as observed by the evaluation team.
3. The project coordinator will send registration information to schools.	Agreement	3. Registration information was sent to the Title IV-C Evaluation Unit at the same time it was sent to the schools.
4. The instructors will submit a course plan to the project coordinator.	Agreement	4. Course plans were observed by the evaluation team.
5. The project coordinator will conduct on-going evaluation and monitoring.	Agreement	5. The project coordinator attended all classes and collected evaluation forms which were designed in conjunction with the evaluation unit, as observed in classes visited by team members.

OBJECTIVE A

PART II (continued)

PROCESSES

INTENDED	STATUS	OBSERVED
6. The project coordinator will arrange for college credit for those enrollees desiring it.	Agreement	6. Arrangements for college credit from Trinity College were made through the Metropolitan Educational Council for Staff Development as evidenced by a letter containing data on the arrangements.
7. Enrollees who desire college credit will register for at least ten courses and pay required tuition fee.	Agreement	7. The registration form had a section for enrollees who took the courses for college credit. The project coordinator showed evaluation unit personnel a letter from Trinity College with required forms and a copy of the transmittal of the check.
8. The project coordinator will report recertification credits to the D.C.P.S. Board of Examiners.	Agreement	8. Recertification credits were reported to the Board of Examiners as evidenced by a copy of the "Roster of Participants Successfully Completing In-Service Course" submitted by the project coordinator to the Board.

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the Title IV-C Evaluation Unit by June 1981 by the project coordinator will show that at least 40 different modular courses were offered.	Agreement	1. As demonstrated by the course offering records (see Appendix A) a total of 46 different courses were offered during the 1980-81 school year. Of the 46 seven of the courses were repeated.
2. Records made available to the Title IV-C Evaluation Unit by June 1981 by the project coordinator will show that course outlines are in areas related to CBC, education of the handicapped, individualizing instruction, behavior management and classroom management.	Agreement	2. The Title IV-C Evaluation Unit has received records which show that the 46 different courses fell into one or more of the designated areas.

OBJECTIVE A

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The availability of qualified instructors, adequate classroom space and materials at Gage-Eckington allowed the project director to develop courses, implement them, and arrange for college credit to be earned. The material needed by the instructor was provided by the project on request.

OBSERVED PROCESSES/OBSERVED OUTCOMES

As a result of the project coordinator's planning, 46 courses were offered during the school year. Instructors submitted course plans with outlines in areas related to CBC, education of the handicapped, individualized instruction, behavior management and classroom management.

OBJECTIVE A

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between intended and observed items. The SST program produced a total of 46 courses during the school year. Seven of the courses were repeated because of high attendance and a large demand. The instructors submitted course plans which were on file at the coordinator's office and the project coordinator reported both recertification and graduate credits to the appropriate offices. Thus, Objective A has been met.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To meet the staff development needs of Region C public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill

Objective B: After completion of three hours of instruction, each participant will demonstrate in a manner specified by the instructor, satisfactory mastery of the skill taught as evidenced by grades on file.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Qualified instructors	Agreement	1. Evidence is cited on page 5, number 1, under Inputs for Objective A in this report.
2. Degree of mastery required for credit stated in course announcements	Agreement	2. The course announcements containing stated degree of mastery were available for examination and do contain requirements.
3. Adequate space, materials, and equipment for each course	Agreement	3. Evidence is cited on page 5, numbers 2 and 3, under Inputs for Objective A in this report.
4. Evaluation instrument	Agreement	4. The evaluation instrument prepared for computer analysis was designed by the evaluation unit in conjunction with the project coordinator.

OBJECTIVE B

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Instructors will teach courses according to specified plans as determined by project coordinator's monitoring.	Agreement	1. The project coordinator attended all courses to assure compliance with specified plans as observed during class visits by evaluation team members.
2. Project coordinator will maintain records of attendance and credit earned.	Agreement	2. The project coordinator displayed her notebook containing all records of attendance and credit earned.

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. A spot check of courses by the Title IV-C Evaluation Unit and records made available to the Title IV-C Evaluation Unit by June, 1981 by the project coordinator will show that specified plans were followed.	Agreement	1. Six spot checks of courses were made during the 1980-81 school year. Eighty-three percent of the courses which were observed followed the plans that were submitted to the coordinator.
2. An examination of records made available to the Title IV-C Evaluation Unit by June, 1981 by the project coordinator will show that instructors did specify the manner and degree of skill mastery required for credit.	Agreement	2. The Title IV-C Evaluation Unit reviewed the course plans submitted by the instructors and found that the manner and degree of skill mastery requested for credit was stated within. (See Appendix B for sample.)
3. Enrollees will demonstrate skill mastery in the manner and to the degree specified by instructors as evidenced by a list of final grades submitted to the Title IV-C Evaluation Unit by June, 1981 by the project coordinator.	Agreement	3. The roster of participants successfully completing In-Service courses is on file with the Title IV-C Evaluation Unit. The roster contains the names of 31 participants who successfully completed courses.
4. An examination of records made available to the Title IV-C Evaluation Unit by June, 1981 by the project coordinator will show that college credit was granted to those participants who enrolled for it.	Agreement	4. The project director has sent the names of the participants who completed the courses for credit to the Metropolitan Educational Council for Staff Development. A copy of the letter is on file in the Title IV-C Evaluation Unit.

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
5. Participants' evaluation of course effectiveness data made available to the Title IV-C Evaluation Unit by June, 1981 by the project coordinator will show that at least 90% of participants agree or strongly agree with positive statements concerning course effectiveness.	Agreement	5. Analysis of the results of the questionnaires reveals that 92% of the total responses to positive statements about the program were in the "agree" and "strongly agree" categories. (See Appendix D.)

OBJECTIVE B

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

Qualified instructors were hired who presented course plans to the coordinator. The course plans specified the degree of mastery required to obtain credit. Class descriptions were written for the announcement of course offerings. Adequate space, equipment, materials and an evaluation instrument were provided. The completion of these events resulted in the course being given.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The project coordinator monitored all courses to check compliance with course plans. Spot checks by the Title IV-C Evaluation Team revealed that over 85% of the instructors followed course plans. The project coordinator maintained records of class plans, the participants' names for credit, course descriptions and dates and number of courses offered. A review of the records by the Title IV-C Evaluation Team revealed that the manner and degree of skill mastery required for credit was specified in the class plans. Participants who took courses received the appropriate credit for which they enrolled (i.e. graduate or recertification.) On the request of a school, staff development courses were developed to the schools' specifications.

OBJECTIVE B

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between the observed and expected inputs, processes or outcomes. The specification of requirements for mastery were contained in the course plan and most of the instructors followed the course outlines which were submitted. The participants rating the course did so in a favorable manner. Therefore, Objective B was met as stated.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To meet the staff development needs of Region C public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill

Objective C: By the end of the 1981 school year up to a maximum of eight Single Skill Training modules will be developed and offered by the SST project coordinator to faculties and other school groups from whom requests based on instructional needs have been received.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Dissemination materials	Agreement	1. The project coordinator had dissemination materials in her office, some of which were displayed at the D.C. Council on Staff Development annual conference. Announcements made at meetings and in newsletters notified schools of available services.
2. Requests from school groups	Agreement	2. Three requests were received by telephone as reported by the project coordinator.
3. Adequate space for classes	Agreement	3. Schools requesting help provided space for classes
4. Qualified instructors	Agreement	4. Evidence is cited on page 5, number 1, under Inputs for Objective A in this report.
5. Materials used by instructors (such as paper, blackboard materials, construction paper, scissors, variety of projectors)	Agreement	5. Evidence is cited on page 5, number 3, under Inputs for Objective A in this report.
6. Evaluation instrument	Agreement	6. Evidence is cited on page 11, number 4, for Objective B in this report.

OBJECTIVE C

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Information about SST modules for groups will be disseminated.	Agreement	1. An announcement was made at the first administrators' meeting of the year in August, 1980 about SST modules. The Region C newsletter distributed in December, 1980 contained a notice stating that if schools or other units have staff development needs, to contact the SST project coordinator.
2. The project coordinator will identify instructors and purchase supplies.	Agreement	2. According to the project director, instructors were identified and orders for all supplies purchased.
3. The instructors will conduct classes.	Agreement	3. The first school-based module of the year was held at Harrison Elementary School on September 4, 1980, the topic being "Flexible Grouping". Two more school-based modules were held at Fort Lincoln Elementary School, "Inventory of Science Equipment" on January 17-18, 1981 and "Using Equipment on Hand to Teach the Science CBC Curriculum" on March 18, 1981.
4. The project coordinator will conduct evaluation and monitoring.	Agreement	4. The project director attended the sessions and conducted evaluation as evidenced by forms submitted.
5. The project coordinator will report recertification credits to the DCPS Board of Examiners, if participants qualify.	Agreement	5. Six participants qualified for college credit. Three participants qualified for four recertification credits, 9 for two credits and 12 for one credit. These credits were reported to the District of Columbia Public Schools Board of Examiners as evidenced by a copy of the letter to the Board.

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the Title IV-C Evaluation Unit by June, 1981, by the project coordinator, will show that up to a maximum of eight SST modules were offered to faculties and other school groups.	Agreement	1. Three modules were offered upon request to two schools: Fort Lincoln Elementary received two; and Harrison Elementary received the other module.
2. Records made available to the Title IV-C Evaluation Unit by June, 1981, by the project coordinator will show that courses developed for school groups were offered based on requests from the groups and on their instructional needs.	Agreement	2. The records showed that during the 1980-81 academic year two schools made requests for staff development assistance. One of the schools requested training in the area of flexible grouping and the other requested two workshops; "Inventory of Science Equipment" and "Using Equipment on hand to Teach the Science CB Curriculum." Both of the schools received the staff development training in the areas specified.

OBJECTIVE C

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

Dissemination materials were produced. Adequate space, qualified instructors were identified, and an evaluation instrument was developed. These inputs led to agreement in the processes which were: The information about the SST modules was disseminated; The instructors were hired; and materials needed for these courses were purchased. The project coordinator conducted evaluation and monitoring and reported college and recertification credits to the appropriate offices.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The disseminated information about SST modules encouraged two schools to utilize the program. The project coordinator identified instructors and evaluated and monitored the courses. These actions led to the agreement in the outcome which stated "...the courses developed for school groups were offered based on requests from groups and on their instructional needs."

OBJECTIVE C

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

Objective C had no discrepancies. The project director disseminated the information about staff devlopment modules and two schools used the services. The courses which were developed for the two schools were, "Flexible Grouping," "Inventory of Science Equipment" and "Using Equipment on hand to teach the Science CB Curriculum". It may be noted that one school had two modules developed for them. Objective C was met as stated.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To meet the staff development needs of Region C public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill

Objective D: By the end of the 1981 school year, at least three exemplary modules will be packaged and made available by the Single Skill Training project coordinator for staff development activities for individual school groups as evidenced by copies of the modules on record.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Materials for packaging exemplary modules (such as videotape equipment, tapes, paper)	Agreement	1. The project coordinator stated that materials were available
2. Studio time at the Media Center	Discrepancy	2. The project director talked to the media center personnel about studio time but arrangements were not completed because the technical quality request was not obtainable within the time frame available for teachers participating in the process.
3. Qualified instructors	Agreement	3. The three instructors who had given verbal commitments were people who had previously taught modules and had evidence of being qualified on file.

OBJECTIVE D

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Project coordinator will select exemplary modules based on need.	Agreement	1. The project coordinator selected the following three modulesbased on need : Diagnostic Prescriptive Teaching of Mathematics, Parts A and B, and Formal/Informal English. The need was determined by the number of teachers who selected the course the previous year.
2. Project coordinator will arrange for packaging of exemplary modules.	Discrepancy	2. Because studio time was not scheduled, packaging could not take place.
3. Project coordinator will arrange for exemplary modules to be placed in the Region C media library for dissemination.	Discrepancy	3. Modules were not completed and therefore not placed in the library for dissemination.

OBJECTIVE D

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the Title IV-C Evaluation Unit by June, 1981, by the project coordinator, will show that at least three modules were packaged for staff development activities.	Discrepancy	1. Because a quality product could not be produced as planned the modules were not packaged for staff development activities. Other possibilities were considered but the cost was prohibitory. A review of the records showed that three modules completed during the previous year were made available for staff development activities.

OBJECTIVE D

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The materials for packaging the exemplary modules and the identification of qualified instructors were obtained. However, studio time was not scheduled and this discrepancy led to the discrepancies found in the process section: the project coordinator was unable to arrange for packaging of exemplary modules; and the modules were not placed in the Region C media library for dissemination.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The inability to arrange for the packaging of the modules in the process section lead to a discrepancy in the outcome section. Three modules, as called for in the outcome section, were not produced and as a result the intended outcome was not met. Records show that there were three modules produced in the previous year available for staff development activities on file in the Region C media library.

OBJECTIVE D

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

The materials and instructors needed to produce the modules were obtained but studio time to produce a quality product was not sufficient. This situation led to a discrepancy in the outcome. Three modules in the Region C media library were available from a previous year. If it is determined that new modules should be made, other arrangements for packaging must be found.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

APPENDIX A

SINGLE SKILL TRAINING COURSES LISTING

SINGLE SKILL TRAINING COURSE LISTING*

CBC	Handi-capped	Individualizing, Behavior Management, and Classroom Manage-ment	Course Number	Title of Course
		X	81-57	Using Photographs Taken by Children to Teach Language Arts and Reading
X	X	X	81-42	Evaluating Your Effectiveness
	X	X	81-60	Parent-Teacher Conferencing
	X	X	81-61	Helping Parents Help Their Children
X	X	X	81-69	Stress and Teacher Burn Out
X		X	81-73	Learning Through the Arts
X		X	81-59	Introduction to Metric
X	X	X	81-37	Let's Write a Proposal [2]
		X	81-66 a,b	Diagnostic/Prescriptive Testing of Mathematics, I and II [2]
		X	81-68	Practical Approaches to Individualizing Instruction
X	X	X	81-72	Audio-Visual Production Workshop
		X	81-65	Methods and Materials for Teaching Gifted and Talented
X			81-21	Teaching Maps and Globe Skills
X			81-63	16 M M Film - Selection, Evaluation and Effective Use
X			81-46	Teaching Creative Writing [2]
X			81-64	Effective Questioning Skills
X			81-70	Using the Newspaper to Teach Skills
X			81-40	Informal and Formal Spoken English [2]
X		X	81-26	Taking Tests Wisely [2]

*The number in [] indicates the number of times the course was offered.

SINGLE SKILL TRAINING COURSE LISTING* (continued)

CBC	Handi-capped	Individualizing, Behavior Management, and Classroom Management	Course Number	
X			81-71	Making and Using Graphs in the Classroom
X			81-58	Music for the Primary Teacher
X			81-62	Reporting Student Progress in the Elementary School
	X		81-56	CPR Cardiopulmonary Resuscitation [2]
	X		81-15	Methods and Materials for Teaching Students with Special Needs
	X		81-67	Psychological Assessment And Treatment of Children, Second Semester
X	X	X	81-48	Interpersonal Communication for Educators
X	X	X	81-6	Making Bulletin Boards Functional
X			81-22	Teaching Listening
X			81-27	Teaching Handwriting Skills
X			81-80	Teaching Reading in the Content Area
X	X	X	81-38	Giving and Following Directions [2]
X		X	81-53	Seminar on Media Variations
X			81-34	Getting the Most from Your Curriculum Guides
X		X	81-50	Skill Hierarchies and the Student Progress Plan
X	X	X	81-51	Discipline in the Classroom
X			81-44	Developing Critical Reading Skills
		X	81-2	Individualizing Through Flexible Groupings

*The number in [] indicates the number of times the course was offered.

SINGLE SKILL TRAINING COURSE LISTING (continued)

CBC	Handi-capped	Individualizing, Behavior Management, and Classroom Manage-ment	Course Number	Title of Course
		X	81-55	Manipulative Approach to Teaching Mathematics
		X	81-49	The Mediated Lesson in Instructional System Planning
		X	81-1	Individualizing Science Classes
		X	81-47	Overcoming Mathematics Anxiety
		X	81-45	Using Test Results for Instructional Purposes
	X		81-52	Naturalistic Observation
	X		81-31	Functional Sign Language
	X		81-16	How to Prepare an I.E.P.
	X		81-35	Psycho-motor Development
X		X	81-54	Diagnostic/Prescriptive Teaching of Reading

Given	46
Repeated	7
Total	53

APPENDIX B

SAMPLE INSTRUCTOR INFORMATION SHEET AND GUIDELINES FOR POTENTIAL INSTRUCTORS

INSTRUCTOR INFORMATION

MODULE TITLE: Formal and Informal Spoken English

Instructor/s:

1. Name:* ..... SS# .....

   Home Address ..... Tel.....

   .....

   Work Address ..... Tel.....

   .....

2. Name: ..... SS# .....

   Home Address ..... Tel.....

   .....

   Work Address ..... Tel.....

   .....

Complete the following:

1. Please list dates or days of the week on which you <u>do not</u> wish to have this module scheduled.

   Mondays, Wednesdays, Fridays

2. Specify nature of special facilities, if any, needed for this module.

   n/a

3. Indicate equipment, materials or services you wish provided for the module.

   n/a

4. Should teacher response indicate a need for repeated offerings of this module, how many times will you be able to teach it?

   forever

*Name omitted

INSTRUCTOR'S MODULE PLAN

TITLE: Formal and Informal Spoken English

Instructor(s)* .....

n/a

Projected acceptable minimum/maximum load: .....

n/a

Prerequisites: .....

Objectives stated behaviorally:
(Attach Hierarchy)

1) At conclusion of the three-hour session, the participants will be able to identify at least four elements of their students' informal spoken English. 2) ... will be able to build and use at least four types of oral drills which teach students how to move from informal to formal speech depending upon the social situation.

Activities: (Give estimated time requirements for each.)
Briefly describe, use extra sheets if necessary.
In-class .....

1.1) Learn the most common elements of informal speech.

2.1 Build repetition drills for a specific element of informal speech.

Assessment: .....

1.1 Identification of elements of informal speech

2.1 Repetition drills designed.

n/a

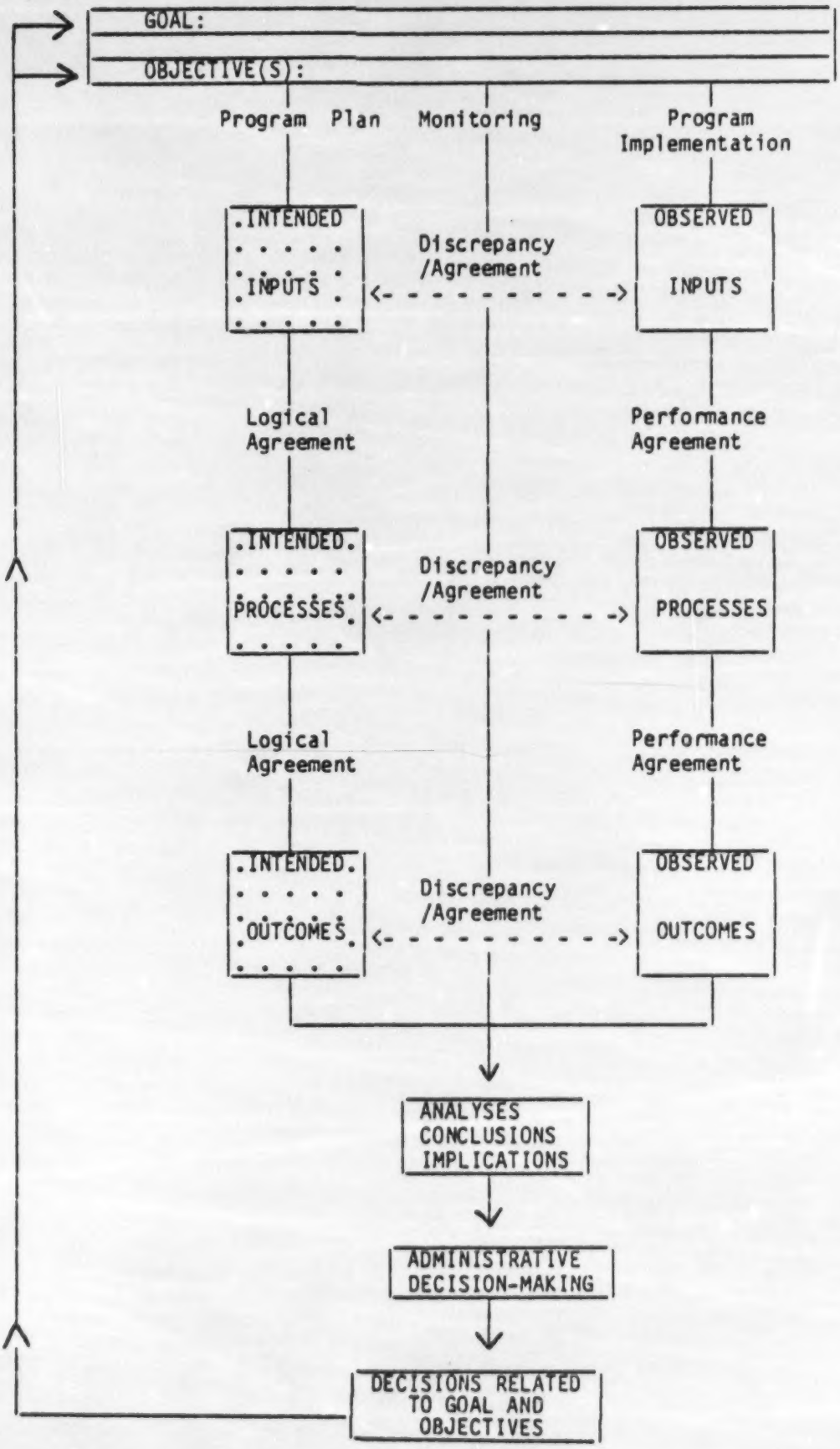
Materials and/or equipment needed: .....

*Name omitted

APPENDIX C

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX D

SINGLE SKILL TRAINING COURSES
QUESTIONNAIRE AND RESULTS

SINGLE SKILL TRAINING QUESTIONNAIRE RESULTS

This workshop:	1*	2	3	4	5	M	
1. was just what I expected.	283	53	10	5	4	0	S
	80	15	3	1	1	0	%
2. accomplished its listed objective very well.	312	28	13	2	0	0	S
	87	8	4	1	0	0	%
3. required active participant involvement.	309	34	5	4	2	1	S
	87	10	1	1	1	0	%
4. was of adequate length for participants to complete all activities.	289	39	11	8	7	1	S
	81	11	3	2	2	0	%
5. was practical.	331	17	6	1	0	0	S
	93	5	2	0	0	0	%
6. was taken by me primarily for credit.	125	77	15	35	97	6	S
	35	22	4	10	27	2	%
7. will help me in my job.	282	55	7	5	4	2	S
	79	15	2	1	1	1	%
8. would be of great value to others in my building.	287	47	14	3	2	2	S
	81	13	4	1	1	1	%
9. was a stimulating experience.	314	32	4	3	2	0	S
	88	9	1	1	1	0	%
10. should be offered repeatedly.	320	19	10	3	2	1	S
	90	5	3	1	1	0	%
Total	2853	401	91	71	121		S
	80.66	11.34	2.57	2.01	3.42		%

*1. Agree Strongly
2. Agree Somewhat
3. Undecided
4. Disagree Somewhat
5. Disagree Strongly
M. Missing Answers
S. Number of time selected